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ABSTRACT

This guide is a seven-lesson, fully illustrated curriculum unit that offers middle school students in grades five through eight an enjoyable opportunity to understand emotions and strengthen their communication skills. It is one of a series of curriculum units designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. Through individual and group activities, students learn practical techniques for overcoming communication barriers and improving careful listening. Special emphasis is given to the emotions of fear and anger. This document: (1) presents positive ways of expressing strong emotions; (2) explores the link between good communication and good relationships; (3) discusses how emotions, and their corresponding body language impact on communication; (4) offers well-defined, engaging student activities that enhance communication; and (5) provides students with a solid understanding of the critical role communication plays in our lives and in our society. The lessons include the objective; class time required; a brief overview of the topic; instructional strategies, including brainstorming, class discussion, cooperative learning groups, creative expression, case discussion, overhead transparencies, teacher lecture, and worksheets; teacher materials and preparation; procedures; homework; evaluation materials; and concluding activity. A separately bound student workbook contains identical exercises and activities for students as those found in the teacher's guide. (ABL)

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Coping with Emotions

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CONTEMPORARY HEALTH SERIES

Kathleen Middleton, MS, Series Editor

INTO ADOLESCENCE:

Communicating Emotions

INTO ADOLESCENCE:

Communicating Emotions

A Curriculum for Grades 5-8

Kathleen Middleton, MS, CHES

Contemporary Health Series
Kathleen Middleton, MS, Series Editor
Jane Robles, Assistant Editor

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DEDICATION

To all my former students and colleagues at Faye Ross Junior High, ABC Unified School District, who taught me about communication and emotions and helped me refine the lessons herein.

—KM

EDITOR'S PREFACE
Contemporary Health Series

Health educators and practitioners know that prevention of health problems is far more desirable than treatment. The earlier the knowledge and skill to make healthful decisions are instilled, the greater the chance a healthful lifestyle will be adopted. School is the logical place in our society to provide children, adolescents and young adults the learning opportunities essential to developing the knowledge and skills to choose a healthful life course.

The **Contemporary Health Series** has been designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. The long range goals for the **Contemporary Health Series** are as follows:

Cognitive. Students will recognize the function of the existing body of knowledge pertaining to health and family life education.
Affective. Students will experience personal growth in the development of a positive self-concept and the ability to interact with others.
Practice. Students will gain skill in acting on personal decisions about health-related life choices.

Within the **Contemporary Health Series** there are two curricular divisions: *Into Adolescence* for middle school teachers and *Entering Adulthood* for high school teachers. The *Into Adolescence* modules focus on several different health and family life topics. Modules addressing puberty, AIDS, the family, self-esteem, reproduction and birth, and sexual abstinence have been developed by skilled author/educators. *Entering Adulthood* includes reproduction, birth

and contraception; health behavior, communication and self-esteem; AIDS and other STDs; relationships; and sexual abstinence.

All the authors are, or have been, classroom teachers with particular expertise in each of the topic areas. They bring a unique combination of theory, content and practice resulting in curricula which weave educational learning theory into lessons appropriate for the developmental age of the student. The module format was chosen to facilitate flexibility as the modules are compatible with each other but may stand alone. Finally, ease of use by the classroom teacher has driven the design. The lessons are comprehensive, key components are clearly identified and masters for all student and teacher materials are provided.

The **Contemporary Health Series** is intended to help teachers address critical health issues in their classrooms. The beneficiaries are their students, our children, and the next generation.

Kathleen Middleton, MS, CHES
Series Editor

ACKNOWLEDGMENTS

The activities in this module were adapted from activities found in Grade 7 of the School Health Curriculum Project (SHCP), which was produced by the National Center for Health Education (NCHE) under a contract with the U.S. Centers for Disease Control, Center for Health Promotion and Education. The author originally developed the material while teaching at Faye Ross Junior High, ABC Unified School District, Cerritos, California. The material was woven into SHCP during Ms. Middleton's tenure at the National Center for Health Education as the Director of Curriculum for the School Health Education Project. In 1986 and 1987 Grades 4 to 6 of the SHCP were revised by NCHE and became a part of the Growing Healthy program. Grade 7 has not yet been revised and integrated into Growing Healthy.

INTRODUCTION

Understanding our feelings and communicating effectively with friends, family, co-workers and others is a lifelong quest. Certainly, one's self-esteem plays a major role in this process. While this module is not specifically about self-esteem, it presents learning opportunities that contribute to a student's ability to develop a positive sense of self-esteem. The lessons have been designed to promote creativity and affirm uniqueness among students. The key element, however, is a sensitive and skilled teacher.

There are very many ways we learn about communication and expression of emotions. These are complex and involve a variety of influences, experiences and interactions, arising from familial, cultural, geographic, educational, legal, religious and personal elements. It is not possible to address all of these complexities in this single module. Other educational programs and curricula can help expand students' (and teachers') understanding of the complexities of communication and emotions.

Overview

The lessons in this module help students develop an understanding of the role communication plays in our lives and our society. Students find that communication is an ongoing life process involving the exchange of information, thoughts and feelings among people. Through these lessons students find that we are exposed to all types of communication and make use of all kinds of stimuli to help us understand and process information. Although we get much of our information verbally and visually, we also get information in other ways. Students discover how the senses serve as the major transmitters of information and thus, are important in

communication. We receive information from taste, touch and smell, as well as from hearing and seeing.

Students explore how communication can be ineffective or misinterpreted. Learners find that things aren't always explained well or pertinent information is left out or it is assumed the listener already has more information than he or she has. Also, students find that there are times when we don't listen carefully enough, because we are concentrating so much on our own thoughts and feelings we don't hear or understand others. And sometimes we don't listen to others because we don't like or agree with what they are saying. Or we cut people off or dominate a conversation, not letting anyone else talk. Even though most of us are guilty of these things at one time or another, it is important to be aware that these behaviors can block communication. We need to understand our own style of communication and be willing to work on ways to change that style if we are setting up barriers. Ways to deal with communication barriers include being considerate, asking for clarification and understanding our own point of view. Perhaps the most important aspect of communication is to be respectful of other people's ideas, feelings and opinions even when they differ from our own.

An important concept that is addressed in the module is that of understanding emotions. Students learn that the way we express emotions communicates feelings to other people. Emotions are feelings that we all have. They are very personal, and each of us draws upon our own experiences to help us shape our understanding of emotions. As we grow older we learn how to deal with our feelings and to express emotions in ways that help us relate and interact more effectively.

Expressing strong emotions such as anger and sadness helps relieve the tension accompanying these emotions. Students have an opportunity to learn socially acceptable ways to express these strong emotions. Two very important emotions studied are fear and anger. These emotions stimulate the secretion of adrenalin into the bloodstream. Hence, feelings which are mental affect us physically, too. Everyone reacts a little differently to various life situations. The things that cause one person to feel an emotion will not necessarily cause another person to experience the same emotion.

In the final lesson students use their knowledge to answer questions adolescents have about how to get along with others. They analyze communication skills and offer advice to peers about ways to enhance these skills.

Objectives

Lesson 1	*Ways of Communicating*	■ Students will be able to define communication. ■ Students will be able to compare three types of communication.
Lesson 2	*Communication Sense*	■ Students will be able to explain the importance of the five senses in communication.
Lesson 3	*Communication Troubles*	■ Students will be able to describe barriers to communication. ■ Students will be able to demonstrate techniques for overcoming barriers to communication.
Lesson 4	*Emotions and Communications*	■ Students will be able to conclude that emotions are very personal feelings that are expressed differently.
Lesson 5	*Expressing Emotions*	■ Students will be able to explain the flight or fight response. ■ Students will be able to describe good ways to express anger.
Lesson 6	*Emotions Booklets*	■ Students will be able to illustrate various expressions of emotions.
Lesson 7	*You and Your Feelings About Others*	■ Students will be able to evaluate the effectiveness of various communication skills.

Instructional Strategies

This module incorporates a variety of instructional strategies to develop and maintain students' motivation and interest at peak levels. Some strategies are traditional, while others utilize a more interactive approach. The specific strategies used in each lesson are clearly identified.

An alphabetical list and descriptions of the instructional strategies used follow:

- Brainstorming
- Case Studies
- Class Discussion
- Cooperative Learning Groups
- Creative Expression
- Dyad Discussion
- Overhead Transparencies
- Teacher Lecture
- Worksheets

Brainstorming

Brainstorming is used to open a discussion on an issue, topic or theme. Students are asked by the teacher to give their ideas and opinions on a specific topic. Brainstorming continues until all ideas have been exhausted or a predetermined time limit has been reached. Students are instructed not to pass judgment on ideas or opinions offered by others. The teacher's responsibility is to list (on the chalkboard or on butcher paper) everything that is said, exactly as stated.

Case Studies

Case studies are written histories of a problem or situation, which the students read, discuss and analyze. This is a good way to encourage involvement and bring the discussion down to a concrete level.

Class Discussion

A class discussion led by the teacher can begin a lesson, or it can end the lesson in the form of a review and/or clarification of the lesson's objectives. Nearly all the lessons in this curriculum include some form of class discussion.

Cooperative Learning Groups

Several lessons in this module suggest organizing the students into cooperative learning groups. Cooperative learning is a process that uses small groups to disseminate information, analyze ideas or teach concepts to the rest of the class.

The size of the groups depends on the nature of the lesson and the student composition of the class. Groups work best if they range from two to six members. How the group composition is determined will have an effect on the success of your lesson. You can choose from a number of methods, including student selection of members, random selection or selection based on ability. Once groups have been created, the process works best if all groups know the groundrules and have team names. All members should have an individual responsibility within the group's larger task. Responsibilities can include: reader, facilitator, recorder, timer, observer and reporter. While groups are working on their tasks, it is suggested that the teacher move from group to group to answer questions and facilitate any problem situations that may arise. To learn more about cooperative learning groups, you may want to read books on the topic by Roger and David Johnson.

Creative Expression
Having students write, draw or make collages about topics they are studying is a good way to integrate language arts, fine arts and personal experience into one lesson. This instructional strategy is suggested as a follow-up or extension activity for many of the lessons.

Dyad Discussion
Working in pairs allows students the opportunity to provide encouragement and support. Students meet regularly with their goal partner and work together to achieve their self-esteem fitness goals.

Overhead Transparencies
Overhead transparencies are used throughout the module as a highly visual and attention-grabbing strategy to present information and provide graphic examples of work in which students will be involved.

Teacher Lecture
Some lessons utilize teacher lectures, by which information is disseminated directly from teacher to students, in combination with other instructional methods to insure high-level motivation and learning.

Worksheets
In some lessons students are asked to complete worksheets. Often the worksheets are completed individually to afford privacy. In some cases completed worksheets are shared with one's goal partner.

Teacher Responsibilities
As with other sensitive topics, the teaching of this module must be approached carefully. Teachers must understand the maturity level of individual classes and be able to adjust lesson activities and content accordingly. Teachers should make efforts to involve the students' family members at every opportunity.

The classroom atmosphere is critical to the success of teaching a curriculum on communicating emotions. Teachers can help provide the appropriate atmosphere by establishing supportive classroom conditions and groundrules; this is essential to the development of a sense of security, identity, belonging, purpose and personal competence.

Groundrules should be established to help provide a comfortable, positive and secure classroom environment. (If you choose, students can participate in formulating class groundrules.)

Here are some suggestions for groundrules:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others. No put-downs allowed.

Students should know that they have the right to pass in any discussion or activity that involves personal opinions, feelings or experiences.

Family Involvement and Support

What is taught in the classroom will become more meaningful when supported and discussed at home.

This module will be most successful if students have the opportunity to share what they learn about communicating emotions. Extension activities that are homework assignments for students to complete with family members are provided in various lessons. These assignments are designed to further existing family interaction and ideally, to encourage the possibility of enhancing communication and understanding emotions at home.

You may want to send home a letter that includes the following suggestions, so family members can become actively involved in this unit. Family members can:

- assist the student in completing homework assignments, if asked, or complete their own version of the assignment;
- evaluate their ways of communicating emotions;
- evaluate the conditions at home needed for enhancing communication and appropriate ways of expressing emotions.

Evaluative Methods

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The evaluation activities are described following the Procedures section of each lesson.

It is impossible to objectively, quantitatively or qualitatively measure how effectively a person communicates his or her emotions. The evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson. The intent of these activities in this module is to provide opportunities for students to learn about communicating emotions and to practice appropriate ways to express in particular, the strong emotion of anger. Ultimately, the goal of these learning opportunities is for students to gain some insights into themselves, their feelings and the way they interact with others.

LESSON 1

WAYS OF COMMUNICATING

Objectives

Students will be able to define communication.

Students will be able to describe three types of communication.

Time

Approximately one 50-minute class period.

Overview

In this lesson students discuss the term *communication* and come up with a class definition. The meanings of verbal and nonverbal communication are refined. Students conduct three experiments involving methods of communication and discuss the results.

Instructional Strategies

Class discussion, brainstorming, experiments, worksheet.

Teacher Materials and Preparation

HAVE:

✓ Masking tape to display students' pictures.

PREPARE:

✓ **Diagram for One-Way Verbal Communication.**
✓ **Diagram for Two-Way Verbal Communication.**
✓ **Diagram for Visual and Two-Way Verbal Communication.** (It may be helpful to mount these diagrams on cardboard and laminate to reduce wear.)

COPY:

✓ **Defining Communication** worksheet for each student.

Procedure

■ Ask students to brainstorm a definition for communication. Remind the class that while brainstorming, it is important not to comment about nor judge another's input. All opinions are valid in brainstorming. After all students have had a chance to offer suggestions, then discussion about which definition is best can occur. One possible definition follows:

Communication means getting correct information, thoughts and feelings from one person to another.

■ Explain that there are many ways we get information, thoughts and feelings from and across to others. One of the most common ways we communicate is by talking or *verbal* communication. Another important way we communicate is visually or *nonverbal* communication. In this type of communication we get information through pictures, three dimensional objects, facial expressions and actions. Another term for nonverbal communication is *body language*. As a class we will be experimenting with a few of the ways we communicate.

Another aspect of communication is to clarify the message. Here we find out if what we understand the message to be is in fact, the message. We will look at *one-way verbal* and *two-way verbal* communication. It may be helpful to write these terms on the board.

■ Tell the class that we will be conducting an experiment involving one-way verbal communication. One-way communication is when information is passed from one person to another with *no* opportu-

nity for feedback. Most television and radio broadcasts are examples of one-way communication. (There are exceptions, such as call-in radio and TV shows.)

Ask for a student volunteer who will be the speaker. The volunteer will be providing verbal communication to the rest of the class in a demonstration of one-way communication. Pass out blank paper to the rest of the class, and give the volunteer the **Diagram for One-Way Verbal Communication** teacher page. Ask the volunteer to verbally describe the diagram to the class. The volunteer should face the class and hold the diagram in a way that does not allow other students to see it. Students should draw the diagram according to the volunteer's instructions, without asking any questions.

When all students have attempted to duplicate the diagram described, have them tape their pictures to the board (or pin them up on the bulletin board). Then have the volunteer unveil the actual diagram. Ask students, "How well was the information communicated?" Allow students to express their feelings and perhaps their frustrations about the activity. The volunteer who described the diagram may have some frustrations, too. Ask, "Were there problems with one-way verbal communication?" Point out to students that one-way communication does not allow the listener to ask the speaker questions that might clarify the message. It does not allow for interactions between and among people.

■ Repeat the previous procedure for the experiment using another level of communication. Explain that students will now experiment with two-way *verbal* communication, which allows for information to be passed with limited feedback. In this experiment the listeners can ask questions of the speaker. Have another volunteer use the **Diagram for Two-Way Verbal Communication** for the experiment. Tell listeners they can ask questions, but cannot ask to see the diagram.

Have students post their pictures on the board and show the class the actual diagram. Ask students to compare the two experiments. Ask if there were still problems. If so, why?

■ For the final experiment, allow both visual communication and two-way verbal communication to complete the task. Use the teacher page **Visual and Two-Way Verbal Communication** for this experiment. Have another student volunteer show the diagram to the class and explain the diagram, answering all questions.

Put these final pictures on the board and compare the results of this experiment with the other two. Ask which communication was most successful. Why?

■ Explain to students that communication technology is very important in our world. Devices and systems that allow people to interact and clarify communication are very important and will continue to be so in our fast-moving society. *Option:* Assign students to research various communication technologies including the telephone, printed matter, computers, fax machines, video (TV), tapes, etc. Students should focus on the ability of the technology to allow people to interact. In reports students could make predictions for the future.

Evaluation

Distribute a copy of **Defining Communication** to each student and ask them to complete the worksheet. They should write two definitions of the word communication in terms that are meaningful to them. Then have them describe a specific example of each type of communication as it occurs in their daily lives.

Follow-up/ Extension

Have students role play examples of various types of communication. These plays could be done in groups involving the entire class or by individual volunteers or groups of volunteers. After presentations the class could critique the play. Also, actors could share their feelings about the communication presentation.

DIAGRAM FOR ONE-WAY VERBAL COMMUNICATION

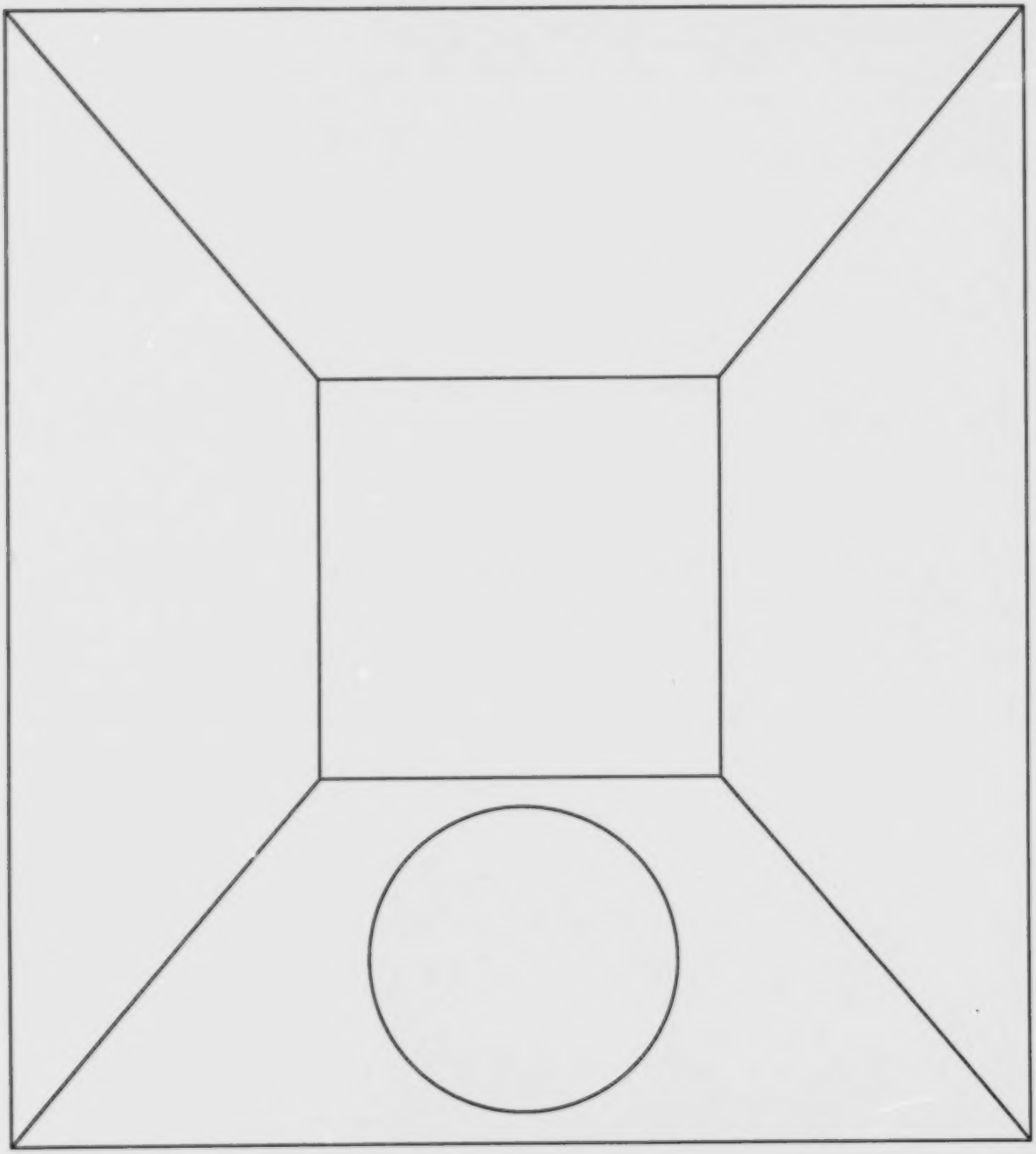


DIAGRAM FOR TWO-WAY VERBAL COMMUNICATION

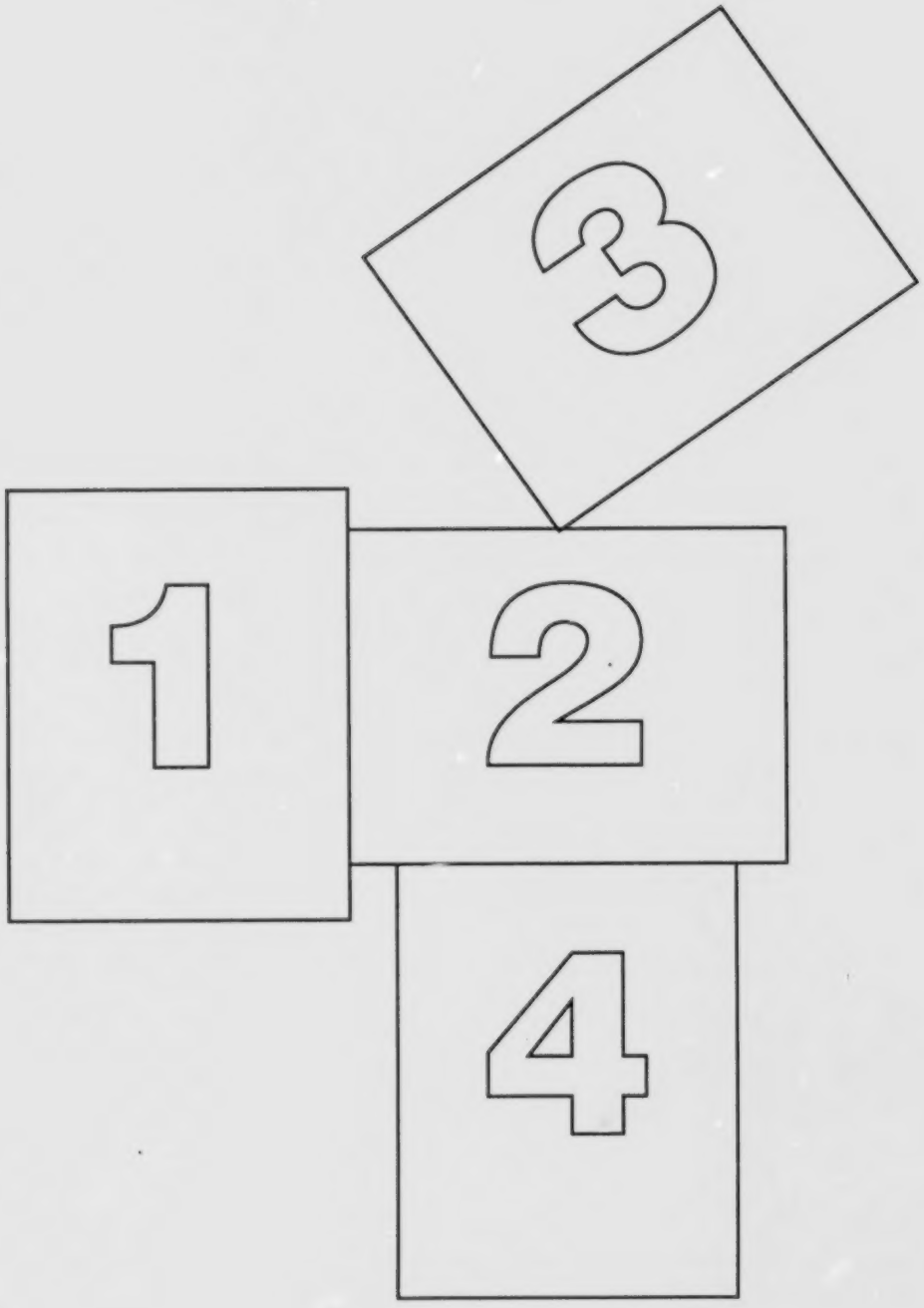
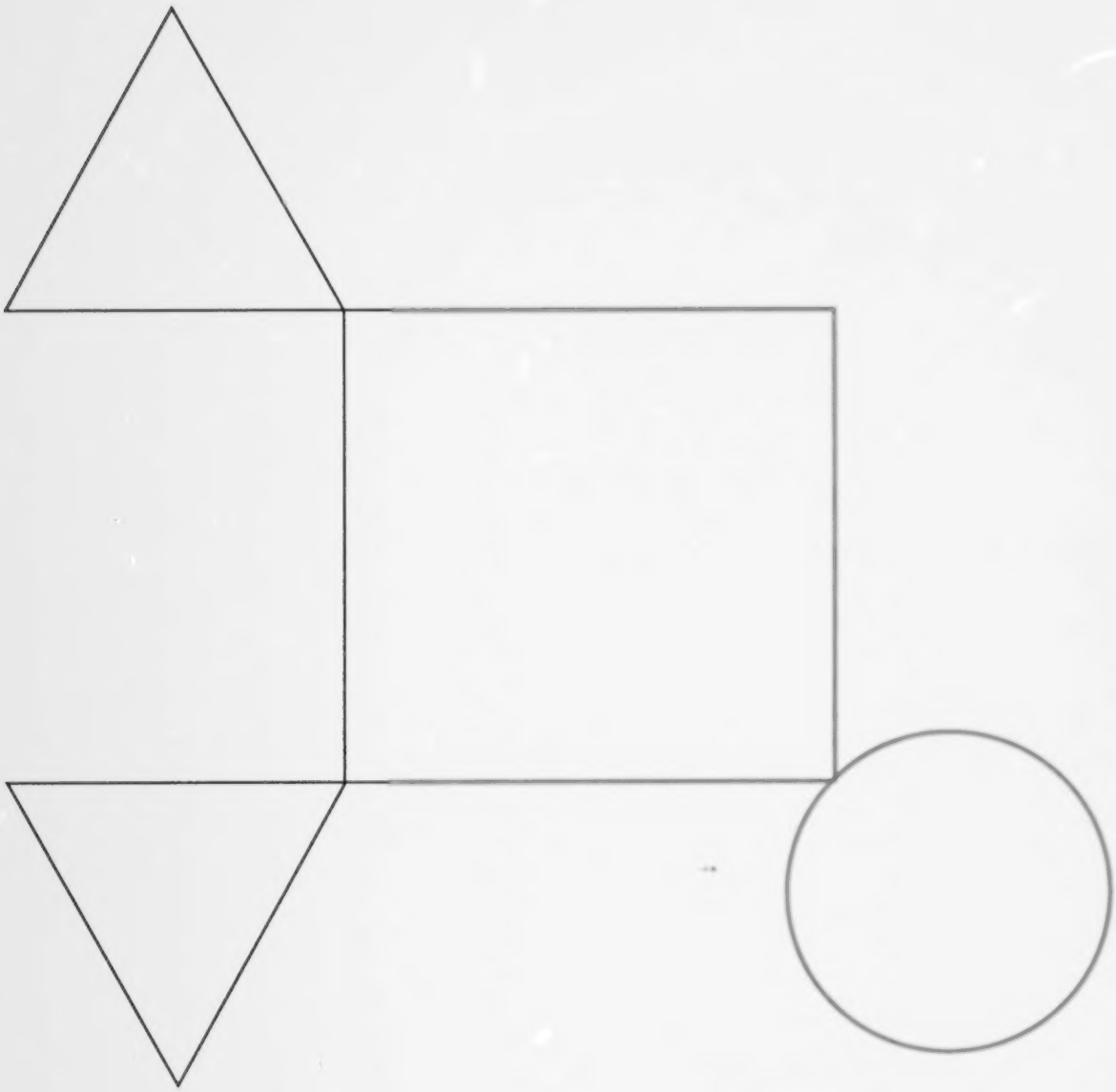


DIAGRAM FOR VISUAL AND TWO-WAY VERBAL COMMUNICATION



STUDENT

Name: _____

Defining Communication

Directions: STEP 1, read the definition of communication provided. STEP 2, write a definition in your own words. STEP 3, write the three types of communication on the lines below and explain each. STEP 4, on the back of this worksheet, describe in words or drawings a specific example of each type of communication that occurs in your daily life.

STEP 1

Communication: *A process by which information is exchanged between and among individuals through a common system of symbols, signs or behaviors.*

STEP 2

A simple definition is:

STEP 3

Types of Communication

1. _____.
   It means: _____
   _____
   _____

2. _____.
   It means: _____
   _____
   _____

3. _____.
   It means: _____
   _____
   _____

Defining Communication

Example Answers

Directions: STEP 1, read the definition of communication provided. STEP 2, write a definition in your own words. STEP 3, write the three types of communication on the lines below and explain each. STEP 4, on the back of this worksheet, describe in words or drawings a specific example of each type of communication that occurs in your daily life.

STEP 1

Communication: *A process by which information is exchanged between and among individuals through a common system of symbols, signs or behaviors.*

STEP 2

A simple definition is:

Having others understand your ideas, thoughts and feelings.

STEP 3

Types of Communication

1. ***One-way or one-way verbal***.
   It means: ***Information passes from one person to another without allowing the receiver to ask questions.***

2. ***Two-way or two-way verbal***.
   It means: ***Information passes orally from one person to another. The receiver can ask for oral (verbal) clarification.***

3. ***Visual and two-way verbal***.
   It means: ***Information is passed both orally and visually. The receiver can ask for both visual and oral clarification.***

LESSON 2

COMMUNICATION SENSE

Objective

Students will be able to explain the importance of the five senses in communication.

Time

Approximately one 50-minute class period.

Overview

In this lesson students experiment with communication of information through the senses of smell, taste and touch in cooperative learning groups. Then the teacher gives a mini-lecture on forms of communication used as alternatives to spoken communication. Students conduct further experiments on seeing and hearing at home.

Instructional Strategies

Cooperative learning groups, experiments, mini-lecture, class discussion, worksheets.

Teacher Materials and Preparation

HAVE:

✓ Items for the taste, touch and smell experiments. These will include paper bags, bottles and items such as fruits, vegetables, extracts, cleaning fluids and plants.

PREPARE:

✓ At least four items in paper bags or unmarked bottles for each group.

COPY:

✓ **What Is It?** worksheet for each student.

✓ **Communications, Communications** worksheet for each student.

Procedure

■ Tell students that we are exposed to all types of communication, and we use all kinds of stimuli to help us understand and process information. In our society we get much of our information verbally or visually. However, we also get information in other ways. Our senses are used as major transmitters of information and thus, are important in communication. Ask students, "What other ways can information be communicated through the senses?" Explain that we receive information from taste, touch and smell, as well as from hearing and seeing.

■ Explain to students that you will be conducting experiments with communication of information through taste, touch and smell in small groups. Put students into cooperative learning groups of five or six. Pass out the **What Is It?** worksheet and the items for the experiment to each group.

Note: Use your imagination when selecting things for students to examine through touching, tasting and smelling. Provide each group at least four different items. Use paper bags or plain bottles as appropriate. Good suggestions are: brussel sprouts, raisins, yams, broccoli, kiwi fruit, grapes, pasta, pine cones, leaves and

flowers, for *touch* items. Suggestions for *smell* items are: peppermint extract, shoe polish, window cleaner and vanilla extract. Suggestions for *taste* items are apples, potatoes (raw), jicama, onions. These items could be peeled so that they look similar.

Students are to individually guess what the items are (one-way verbal communication). Then they are to discuss and help each other to come up with a group guess for each item (two-way verbal communication). After all groups have finished, correctly identify each item for the class. Have students discuss what information they used to come up with their conclusions. Ask if it helped to discuss their ideas about the information they received (from tasting, touching and smelling) with the rest of the group. Conclude by emphasizing that we really do use all of our senses all the time to process information.

■ Some people have physical conditions that make it impossible for them to communicate in certain ways. A person who is blind cannot experience visual communication, but experiences verbal communication and *tactile* communication. Tactile communication is the name for communication through touching. Ask students what other ways a deaf person might communicate (sign language, writing, lip-reading and of course, body language). Have students demonstrate body language. Examples could be arms folded and body pulled together (communicates closed attitude); an open body position communicates a more open attitude. Students could demonstrate various body positions or facial expressions and have others in the class discuss what is being communicated.

■ Distribute the student worksheet **Communications, Communications** and have students complete as a homework assignment. Explain that it involves specific seeing and hearing experiments with communications.

Evaluation

Have students pick one of five senses and explain how their communication skills might be impaired if they lost that sense.

Have students write an essay or begin a journal about the importance of the five senses in their lives. They should explain how the senses are involved in keeping them safe, happy and able to interact with others.

Follow-up/ Extension

■ Have students study the Braille alphabet and/or international sign language alphabet. It is not necessary that they master these two communication systems, but they can learn enough to communicate a few words and gain an appreciation for the system.

■ Have students conduct the taste, touch and smell experiments with their parents. They could also conduct a *listening* experiment. Ideas for listening experiments are to place objects in a bag or box (e.g., cigar box or coffee can) and seal it. People can shake the box and listen—then interpret what they hear. This can be an opener for kids and parents to discuss communication and perhaps communication problems. Examples for objects may include: pin(s), marble(s), pencil(s) or bottle cap(s). Combinations could be fun.

STUDENT

Name _____

What Is It?

Directions: Your teacher will provide your group with several items. Each person in the group will attempt to guess what the item is without *looking* at the item. Write down your guess for each item first without talking to your group members (one-way verbal communication). Then after everyone has had a chance to write down a guess, discuss your guess and come up with a group guess (two-way verbal communication).

Item #1

my guess _____ my group's guess _____

Item #2

my guess _____ my group's guess _____

Item #3

my guess _____ my group's guess _____

Item #4

my guess _____ my group's guess _____

STUDENT

Name: _____

Communications, Communications

1. Television is an example of what kinds of communication?

   _____ and _____

2. Radio is an example of what kind of communication?

   _____

3. Someone who cannot hear uses visual and tactile (touching) forms of communication. To understand what this is like, put cotton balls in your ears. Turn on the TV with the sound all the way down and watch your favorite program. *Don't cheat!* Try it at least halfway through the program and then answer these questions:

   a. What type of communication were you limited to?

   b. Explain in a sentence or two how you felt and if you understood your program.

4. Someone who is blind uses verbal and tactile (touching) forms of communication. Cover your eyes and try *only* listening to the other half of your favorite TV program. Then answer: Could you understand what was happening? Why or why not?

Communications, Communications

Key

1. Television is an example of what kinds of communication?

   one-way verbal (or oral) and ***visual***

2. Radio is an example of what kind of communication?

   one-way verbal

3. Someone who cannot hear uses visual and tactile (touching) forms of communication. To understand what this is like, put cotton balls in your ears. Turn on the TV with the sound all the way down and watch your favorite program. *Don't cheat!* Try it at least halfway through the program and then answer these questions:

   a. What type of communication were you limited to?
   visual

   b. Explain in a sentence or two how you felt and if you understood your program.
   (answers will vary)

4. Someone who is blind uses verbal and tactile (touching) forms of communication. Cover your eyes and try *only* listening to the other half of your favorite TV program. Then answer: Could you understand what was happening? Why or why not?
   (answers will vary)

LESSON 3

COMMUNICATION TROUBLES

Objectives

Students will be able to describe barriers to communication.

Students will be able to demonstrate techniques for overcoming barriers to communication.

Time

Approximately one 50-minute class period.

Overview

In this lesson students discuss reasons for barriers to communication. Ways to overcome barriers are explored and demonstrated in role plays. Finally, students complete a worksheet on communication barriers.

Instructional Strategies

Class discussion, cooperative learning groups, role plays, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Transparency pen.
- ✓ Students return the completed homework **Communications, Communications** from the previous lesson.

MAKE:

- ✓ Transparencies of **Huh?** and **Hints for Overcoming Barriers**.

COPY:

- ✓ **Defining Emotions** worksheet for each student.
- ✓ **Communication Barriers** worksheet for each student.

Procedure

■ Review the **Communications, Communications** homework from the previous lesson. Allow students to share their experiences. Collect papers and give students credit for doing the assignment. *Caution:* Do not press students who do not complete the assignment. Their home situation may or may not be conducive to this activity. It may be necessary to do individual problem solving with these students to help them find a way to complete the homework and feel good about it.

■ Ask students to think about why we don't always understand other people and why we don't always communicate well. Suggest that they think of a disagreement with a sibling or a friend and consider the reasons for the problem. Perhaps they were related to communication. Have them write their ideas down, but keep their responses to themselves for the time being.

Begin a discussion about barriers to communication using the transparency **Huh?** Reveal each statement on the transparency and ask students if they can think of examples of that barrier. Have students share personal experiences if they wish to do so. Ask for help in identifying other barriers and list those on the transparency as well.

- *Sometimes we don't explain things well.* (We assume someone understands us, and we leave out information we think they know. The words we use are too big, or we use too many slang words.)
- *Sometimes we don't listen well enough.* (It is very hard to be a good listener. Sometimes we are concentrating so much on our own thoughts and feelings we don't hear or understand someone else's thoughts and feelings. We are thinking of what we are going to say next instead of listening to what is being said now.)
- *Sometimes we don't listen to others because we don't like or agree with what they are saying.* (We decide that a person's point of view is not valid because it is different from ours.)
- *Sometimes we cut people off.* (We sometimes put people down; then those people feel hurt or angry so they stop trying to communicate or express a point of view. We interrupt or dominate the conversation, not letting anyone else talk.)

Explain to the class that we are all guilty of these things at one time or another. The important thing is to be aware that these things can block communication and that students can learn to be more effective in listening and explaining. Some ways to deal with communication barriers are to be considerate, to ask for clarification and to point out what we see as the barrier to the other person in a clear, calm voice.

■ Reveal the **Hints for Overcoming Barriers** transparency, and discuss each idea. Ask students to brainstorm other ideas for statements or actions that help overcome barriers.

■ Divide the class into cooperative learning groups of four or five students. Have each group plan and demonstrate for the rest of the class an example of one way to deal with communication barriers. Their demonstration should illustrate a situation that uses at least one of the hints on the **Hints for Overcoming Barriers** transparency.

■ Distribute the **Defining Emotions** student worksheet. Ask students to define the list of words as a homework assignment. Explain that they will need this list for the next lesson's activity.

Evaluation

Hand out the **Communication Barriers** worksheet and have students complete it in class. Discuss the worksheet, asking students to volunteer descriptions of their responses.

Follow-up/ Extension

Suggest that students use the hints for overcoming barriers to communication in their daily lives. Allow groups to meet and discuss successes and to problem solve difficulties.

HUH?

Sometimes we don't explain.

Sometimes we don't listen.

Sometimes we don't like what we hear.

Sometimes we cut people off.

Sometimes

Sometimes

Sometimes

HINTS FOR OVERCOMING BARRIERS

Ask for more information.
"I don't understand the meaning of that word. Would you please explain further?"

Restate what you think you heard.
"Are you saying that you mean...?"

Explain what you think happened.
"I feel that you cut me off in mid-sentence."

Tell your feelings.
"I get angry when I am put down for my opinions."

Try to stay calm.
Attacking another person does not help you get your point across.

STUDENT

Name: _____

Defining Emotions

Directions: Write several words that help define the following moods and emotions. Most emotions fall into the general categories of SAD, MAD, GLAD or SCARED. You may want to use these words in your definitions.

	other words are:
1. Fear	
2. Sadness	
3. Happiness	
4. Anger	
5. Frustration	
6. Love	
7. Fascination	
8. Sympathy	
9. Guilt	
10. Despair	
11. Determination	
12. Satisfaction	
13. Loneliness	

TEACHER

Defining Emotions

Example Answers

Directions: Write several words that help define the following moods and emotions. Most emotions fall into the general categories of SAD, MAD, GLAD or SCARED. You may want to use these words in your definitions.

	other words are:
1. *Fear*	*scared, afraid, fright, dread, feel "chicken," caution, horror, terror, panic, timid, anxious*
2. *Sadness*	*unhappiness, disappointed, grief, misery, regret, loneliness, sorrow, heartache, broken heart*
3. *Happiness*	*cheer, contentment, delight, ecstasy, joy, enjoy, walking on air, bliss, elated, glad*
4. *Anger*	*mad, rage, furious, hot under the collar, boiling, wrath, tantrum, grouchy, blow your top*
5. *Frustration*	*exasperation, stress, dissatisfied, unhappy, disappointment, grouchy*
6. *Love*	*(have a) crush (on), like, adore, care about, affection, devotion, cherish*
7. *Fascination*	*interest, appeal, trance, daze, attraction*
8. *Sympathy*	*liking, pity, caring, understanding, empathy*
9. *Guilt*	*shame, blame, remorse, regret, sorry*
10. *Despair*	*hopeless, very sad, giving up, desperate, misery, depression*
11. *Determination*	*stubborn, decided on, intentions, resolved, not giving up*
12. *Satisfaction*	*contentment, delight, fulfill, pleased, happy with, glad*
13. *Loneliness*	*being alone, sadness, missing people*

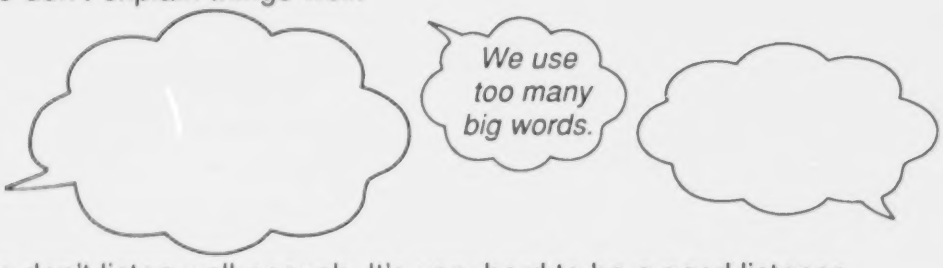
STUDENT

Name: _____

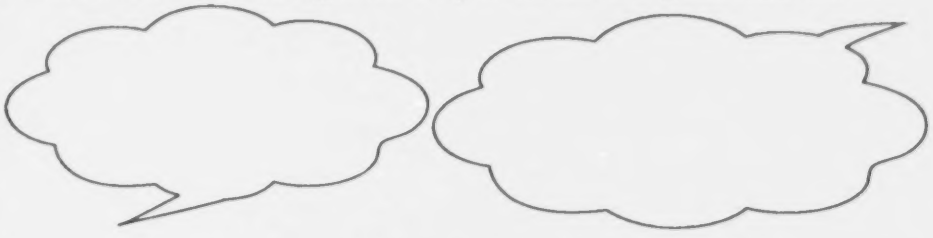
Communication Barriers

Directions: Use the bubbles to write examples of these four barriers. See the example with the first barrier.

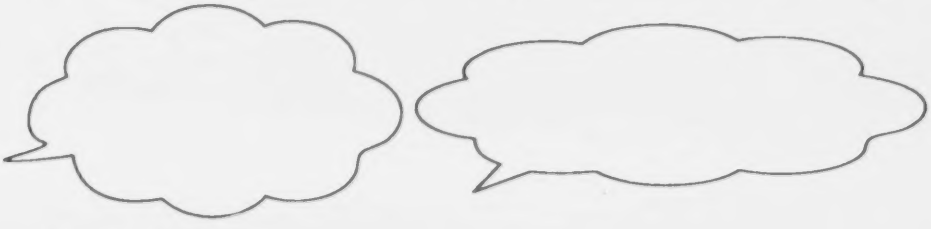
1. Sometimes we don't explain things well.



2. Sometimes we don't listen well enough. It's very hard to be a good listener.



3. Sometimes we tune others out when they are saying things we don't like or agree with.



4. Sometimes we cut people off.

Communication Barriers

Example Answers

Directions: Use the bubbles to write examples of these four barriers. See the example with the first barrier.

1. Sometimes we don't explain things well.

We assume someone understands, and we leave out information we think they know.

We use too many big words.

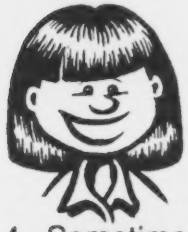
We use slang words others don't understand.

2. Sometimes we don't listen well enough. It's very hard to be a good listener.

We are so wrapped up in our own thoughts and feelings, we don't hear anyone else.

We are thinking about what we are going to say next, instead of listening to what is being said at the moment.

3. Sometimes we tune others out when they are saying things we don't like or agree with.



We decide that someone else's point of view is dumb, so we stop listening.

We don't like what we are hearing, so we start thinking of other things.

4. Sometimes we cut people off.

We interrupt.

We put people down; then they feel hurt or angry and they stop trying to communicate.

We tell someone that they are dumb, so they will shut up.

LESSON 4

EMOTIONS AND COMMUNICATIONS

Objective

Students will be able to conclude that emotions are very personal feelings that are expressed differently.

Time

Approximately one 50-minute class period.

Overview

In this lesson students discuss their homework definitions of different emotions. Students work in groups to assign emotions to pictures of people who are exhibiting varying facial expressions. Students identify how body language communicates emotions.

Instructional Strategies

Class discussion, cooperative learning groups, creative writing.

Teacher Materials and Preparation

HAVE:

✓ Masking tape or thumb tacks to mount **Emotions Pictures.**

✓ Completed homework, **Defining Emotions**, for each student.

PREPARE:

✓ A copy of all **Emotions Pictures** (10) mounted on cardboard or laminated so they can be easily hung around the room.

Procedure

■ Introduce this lesson by explaining to students that the way we express emotions communicates our feelings to other people. As we grow older we learn how to deal with our feelings and to express emotions in ways that are socially acceptable and positively affect our ability to communicate with family and friends.

Note: Certainly there are areas of grey when determining social acceptability. This varies greatly from community to community and from culture to culture. There are, however, usually generalities that can be drawn about the social norms of a society, culture and community. Teachers should be sensitive to these norms and the potential for diversity among students. The role of the teacher is one that is affirming in tone and guiding in process. Students must ultimately define social acceptability in their own terms, based on their own experiences and situations. Encourage students to look to family, religious leaders, counselors and community leaders, in addition to their friends, to help them define and refine the meaning of social acceptability.

■ Tell students that emotions are feelings that we all have. However, we cannot see the emotion, we can only see the expression of the emotion. Facial expressions are important in the communication of emotions. Feelings are very personal things, and each of us can only draw upon our own individual experience to help us shape our understanding of emotions. There are no right and wrong answers when we talk about feelings.

Review the homework assignment **Defining Emotions**. Tell students that they will be using these terms in the next activity. Remind students that because of the personal nature of emotions, there are no right and wrong definitions. All we can really do is attempt to define what the various emotions are by describing general criteria

that relate. For example, *happy* is generally considered a good or pleasant feeling. Smiles and laughter are often associated with *happy*. Tell students that defining and redefining various emotions is a lifelong process based on experience.

■ Assign students to small groups of four or five. Each group should select a recorder to write down the group's responses during the next activity.

Explain that you will be putting up some pictures of children expressing moods and emotions (**Emotions Pictures**). Each group's task will be to decide what emotion is being expressed and have the recorder write it on a piece of paper. Groups must come to a consensus on their decision. Give one piece of lined paper to each recorder. Recorders should number from one to ten to correlate with the ten **Emotions Pictures.**

Explain these rules:

- The groups will move around the room to discuss each of the ten **Emotions Pictures**.
- There should only be one group looking at a picture at a time.
- Only talk to people in your group.
- You have ten minutes to complete this activity.
- You may use your homework, **Defining Emotions**, to help.

Quickly post all of the **Emotions Pictures** in various spots all around the room. Give students ten minutes for the task.

■ When students have completed the task, point to one of the pictures and ask one group what emotion they think is being expressed. Ask for a show of hands to see how many other groups agree. If there is disagreement, find out what emotion the other groups chose. Ask groups to identify the criteria they used to make their choice.

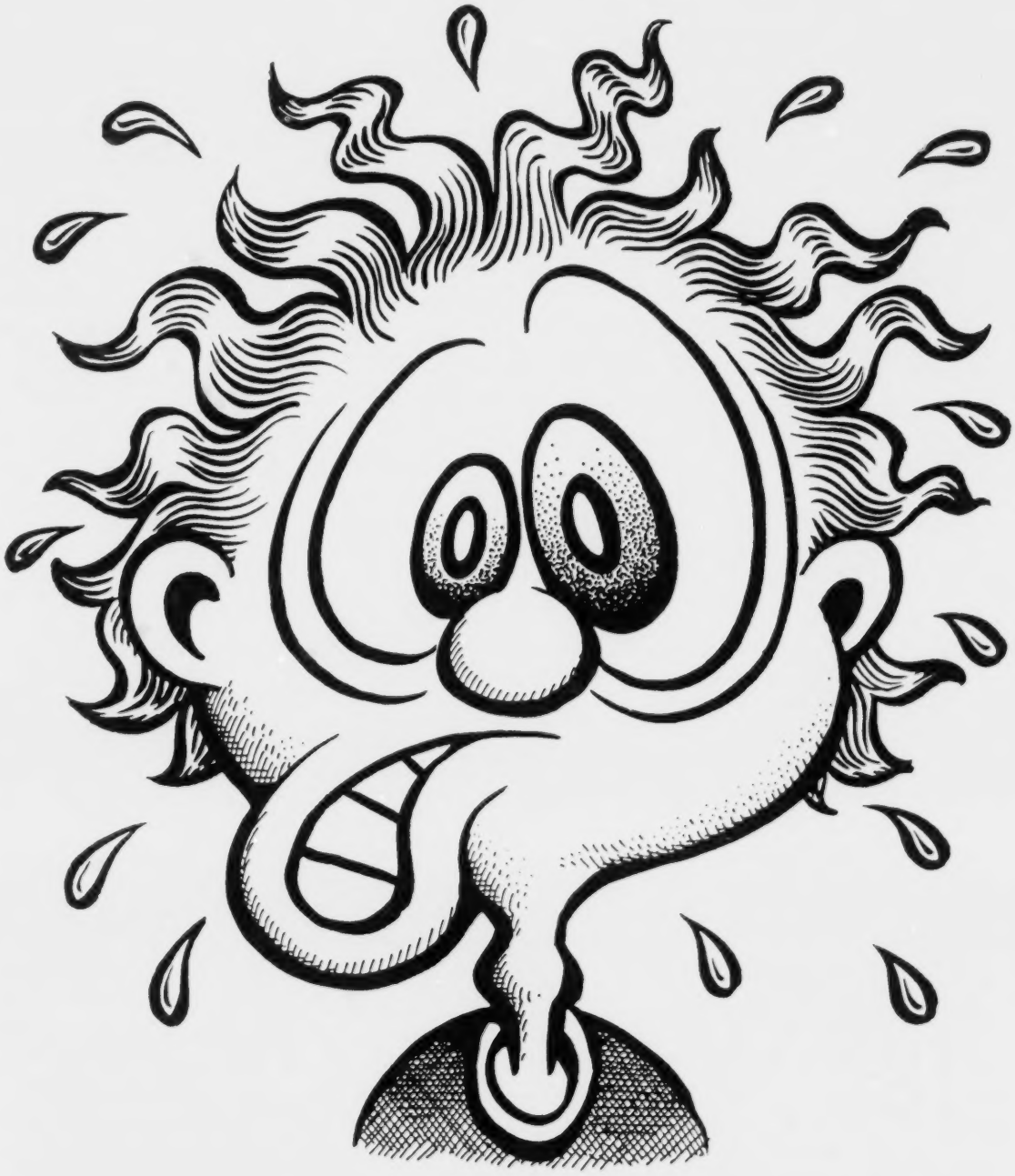
Repeat the procedure for all pictures. Explain that there will not be agreement on all pictures because there are no right or wrong answers. Remind students that it is often difficult to interpret what emotion someone else is feeling if you cannot talk to the person. Ask students to discuss what other clues can be used to identify another person's feelings. These clues might include gestures, body language, tone of voice or tears.

Evaluation

Have students develop a creative writing piece entitled "My Feelings Are Mine." Suggest that the piece could be a few paragraphs long or that it could be a poem. It must, however, reflect the personal nature of emotions. Help students understand the activity by having them think about things like "what feelings tell me about myself and others" or "why my feelings are important to me."

STUDENT

Emotions Picture #1



Emotions Picture #2

STUDENT

Emotions Picture #3

STUDENT

Emotions Picture #4

STUDENT

Emotions Picture #5

STUDENT

Emotions Picture #6

STUDENT

Emotions Picture #7

Emotions Picture #8

STUDENT

Emotions Picture #9

Emotions Picture #10

LESSON
5

FEAR AND ANGER

Objectives

Students will be able to explain the fight or flight response.

Students will be able to describe appropriate ways to express anger.

Time

Approximately one 50-minute class period.

Overview

In this lesson students investigate the fight or flight response to surprise or danger. Students discuss strong emotions and ways to express anger, then fill out a worksheet and discuss it as a class.

Instructional Strategies

Experiment, individual reading, class discussion, worksheets.

Teacher Materials and Preparation

HAVE:

✓ Large coffee can containing a rock or several rocks.
✓ Overhead projector.
✓ Transparency pen.

MAKE:

✓ Transparencies of **Expressing Anger**, numbers 1 through 10.

COPY:

✓ **Fight or Flight Student Background Information** sheet for each student.
✓ **Fight or Flight? Not Me!** worksheet for each student.
✓ **Expressing Anger Checksheet** for each student.

Procedure

■ The way we express our emotions communicates our feelings to others. The expression of some strong emotions such as anger and sadness helps relieve the tension accompanying these emotions. Knowing socially acceptable ways to express these strong emotions is important for both communication of feelings and for relief of tension.

■ Two very important emotions are fear and anger. These emotions stimulate the secretion of adrenalin into the bloodstream. Hence, feelings which are mental affect us physically, too. Part of being mentally healthy is knowing how to deal with our emotions. Explain that while we will be focusing on fear and anger, we must keep in mind that these are not the only important strong emotions that stimulate mental and physical reactions. Caring, concern, love and sadness all are important as well.

Pass out the **Fight or Flight Student Background Information** sheet and have students read it or read aloud to the class.

■ While you are talking about fight or flight, evoke an emotional reaction from students by causing a loud noise to occur unexpectedly. Do this by having a designated student drop something that will make a loud noise. This works best when all eyes are on the teacher and the student helper lets something crash to the floor in the back of the room. A large coffee can with a rock in it will do the trick. An unexpected slam of a classroom door will also work.

Students will react to the noise with the fight or flight response.

Allow students to express their reactions to the experiment. You could have them check their pulse rate. Most of them will say they can feel their hearts pounding. Explain that their bodies will settle down quickly because it is obvious that there is no real danger.

Explain to students that their bodies react to surprise (and in fact all strong emotions) in the following ways:

- adrenalin released;
- increased heart rate;
- blood pressure raised;
- stored sugar in the liver released;
- increased breathing rate.

■ Begin a discussion on ways people express anger. Solicit some suggestions from students about ways they have observed people express anger. Explain that as we grow older we are expected to learn how to deal with anger in socially acceptable ways. A tantrum from a 2-year-old may be considered normal, but not from a 20-year-old. Explain to students that anger is a very powerful emotion. The feeling should not be denied. The strong feelings are real. The important lesson we need to learn about anger is how to feel the emotion and release the tension of the feeling without hurting ourselves or others or damaging things.

Use the **Expressing Anger** transparencies to continue the discussion. Have the class decide which behaviors are acceptable for 2-year-olds, adolescents or adults. Hand out the **Expressing Anger Checksheet**. Explain that you will be showing pictures of various ways people express anger. For each picture students are to list the illustrated behavior and check the box that relates to the appropriateness of this behavior based on the age of the individual. The "Comments" section of the worksheet can be used to describe any "Maybe" responses. Reveal each transparency (**Expressing Anger**), one at a time. Have students fill in the worksheet, then discuss their responses. Continue through all pictures.

Explain to the class that physical exercise uses up the sugar in the blood that was released by the liver. It is an excellent way to deal with anger. The other physical ways to use up the sugar might include:

- beat up a pillow;
- yell into a pillow at the top of your lungs;

- participate in any active sport;
- walk it off, talk it off or work it off.

Non-physical ways to deal with anger include:

- take time out;
- stare into the distance.

All of these are usually acceptable ways of getting rid of anger. Ask the class if they can think of other positive suggestions for expressing anger. *Option:* A discussion could include having volunteers describe episodes where they expressed anger inappropriately and then felt really "dumb" afterwards.

Evaluation

Pass out **Fight or Flight? Not Me!** worksheet and have students answer the questions. Discuss their answers as a class.

Student Background Information

Fight or *Flight*

Often when we are angry or frightened our bodies tense up and we may want to hit something (someone) or run away. This reaction is called fight or flight. During fight or flight our bodies experience certain changes in order to respond to danger. This is a natural thing (response) that occurs in all animals. Fight or flight provides animals with the extra energy and strength needed to protect themselves from predators and other dangers.

Even though most humans live away from the wild, we still have the fight or flight response. This is what we feel when we become frustrated in traffic, or nervous about sports, a test or trying out for a play. Many of us have heard about people who have been able to perform amazing acts. This is often done in life-threatening situations. People are able to do these things because of the extra energy produced during the fight or flight response. The body is able to perform at its very best (maximum capacity).

One of the first things that happens in our bodies during fight or flight is the release of a hormone called *adrenalin.* This hormone causes the heart to beat faster, and the breathing rate increases. You might notice that when you are upset or scared your stomach feels strange. This is because blood rushes away from the stomach to the muscles elsewhere in the body. Another hormone that is released at this time causes the liver to produce sugar. This sugar provides some of the energy the body uses during fight or flight. Other things that occur in the body are dryness in the mouth, dilated pupils and increased lung capacity. After the danger has gone, your heartbeat and breathing go back to normal, the blood returns to the stomach, blood sugar returns to a normal level and your body is able to relax.

Sometimes when people have problems or concerns that continue to bother them, their bodies stay in the fight or flight state even though they may not be in danger. This is often called *stress.* When this happens people have a difficult time relaxing. It can lead to mental problems and physical problems like ulcers. There are many things that can cause us to feel upset and stressed for long periods of time. It is important to learn how to relax in order to stay healthy and be happy. Some ways to relax are exercising, taking deep breaths, meditating and talking about our concerns with family members or close friends.

STUDENT

Expressing Anger Checksheet

Behavior	*Appropriate for...?*	*OK*	*Not OK*	*Maybe*
1. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
2. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
3. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
4. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
5. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐

continued on next page

Expressing Anger Checksheet

Behavior	*Appropriate for...?*	*OK*	*Not OK*	*Maybe*
6. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
7. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
8. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
9. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
10. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐

TEACHER

EXPRESSING ANGER

1. Fight

EXPRESSING ANGER

2. Swear

EXPRESSING ANGER

3. Scream

EXPRESSING ANGER

4. Cry

EXPRESSING ANGER

5. Break Things

EXPRESSING ANGER

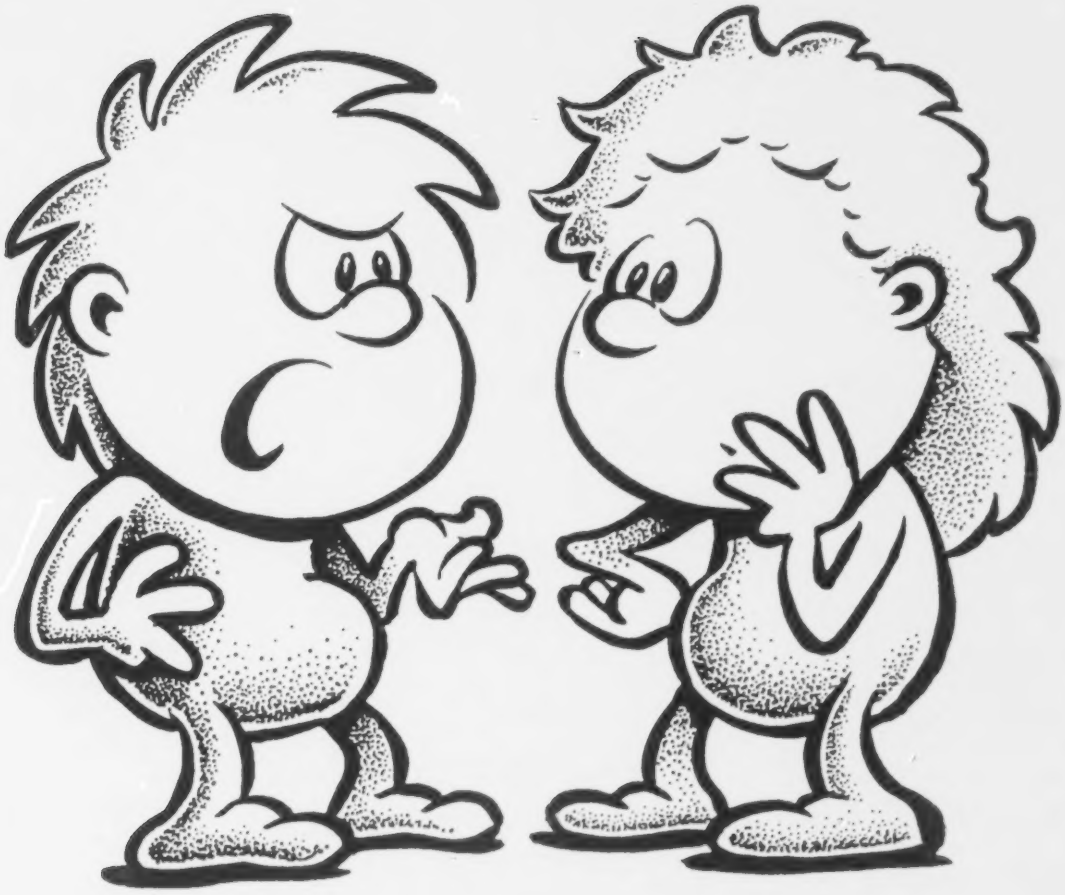
6. Take a Walk

EXPRESSING ANGER

7. Argue

EXPRESSING ANGER

8. Talk About It



EXPRESSING ANGER

9. Clam Up—Pout

EXPRESSING ANGER

10. Exercise

STUDENT

Name: _____

Fight or Flight? Not Me!

1. The hormone secreted into the bloodstream when strong emotions occur is called _____.

2. What do we mean when we say anger and fear stimulate a fight or flight reaction?

3. How can the fight or flight reaction help us?

4. What can happen if we don't deal well with our feelings of fight or flight?

5. What kinds of things do people do when they get angry?

6. What are some healthy ways to express anger?

Fight or Flight? Not Me!

Key

1. The hormone secreted into the bloodstream when strong emotions occur is called ***adrenalin.***.

2. What do we mean when we say anger and fear stimulate a fight or flight reaction?
   When we feel afraid or angry adrenalin is released, and we may feel like running away or fighting.

3. How can the fight or flight reaction help us?
   It can protect us from danger. For example, it can cause us to jump out of the way of a speeding car.

4. What can happen if we don't deal well with our feelings of fight or flight?
   It can lead to physical problems like ulcers, mental problems, stress and the inability to relax.

5. What kinds of things do people do when they get angry?
   (answers will vary)

6. What are some healthy ways to express anger?
   (answers will vary)

LESSON
6

EMOTIONS BOOKLETS

Objective

Students will be able to illustrate various expressions of emotions.

Time

One or two 50-minute class periods.

Overview

In this lesson students discuss ways we express emotions differently. Each student constructs his or her own emotions booklet.

Instructional Strategies

Creative expression.

Teacher Materials and Preparation

HAVE:

- ✓ Blank paper (colored is nice).
- ✓ Crayons or felt pens.
- ✓ Scissors.
- ✓ Stapler.
- ✓ A variety of magazines with pictures that could be cut out and used on the booklets.

PREPARE:

- ✓ A **Sample Emotions Booklet**. See the example for **Sample Emotions Booklet** at the end of the lesson.

Procedure

■ Tell students everyone reacts a little differently to situations. Because we are all unique, the things that cause one person to feel an emotion will not necessarily cause another person to feel the same emotion. We enjoy different things, and we are disturbed by different things. The next activity will allow each of us to express our individuality.

■ Show the class your **Sample Emotions Booklet**. Pass out blank paper for students to use to make their own booklets. On the board, list the various emotions they can use for the booklets.

Give students these directions:

- Look at each emotion and think of a situation that might cause someone to feel that emotion.
- Write down a caption that describes the situation. The situation you describe can be fictional, but should be a situation that someone your age might experience.
- Think about and write down how that emotion might be expressed.
- Illustrate the situation. Stick figures will work fine.
- Cut, paste and staple all the pages so you have a little book.
- Make a title page including your name, period and date.

Note: It is the author's experience that even seventh and eighth grade students have been challenged by this activity to be creative and introspective. Certainly the drawing ability of students varies greatly and should not be emphasized as the important aspect of the exercise. If necessary, you may choose to allow students to cut pictures from magazines to illustrate their booklets.

Evaluation

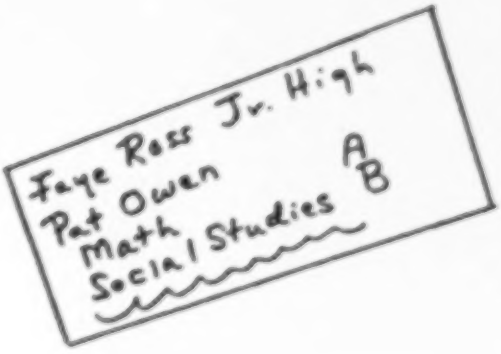
When students are finished, let them share booklets if they don't mind others reading their creations. Congratulate students on their work and help them celebrate their individuality.

cut along dashed lines and staple into booklet

SAMPLE EMOTIONS BOOKLET

By _____
Period 4

Happiness is... *getting an "A" on your report card in Mr. Young's math class.*

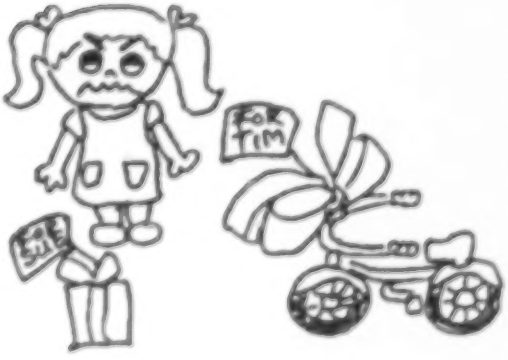


I express it by running home to show my Mom.

Satisfaction is... *when you do something good for someone.*

I express it by smiling.

Jealousy is... *when your brother gets a new bike and you don't.*

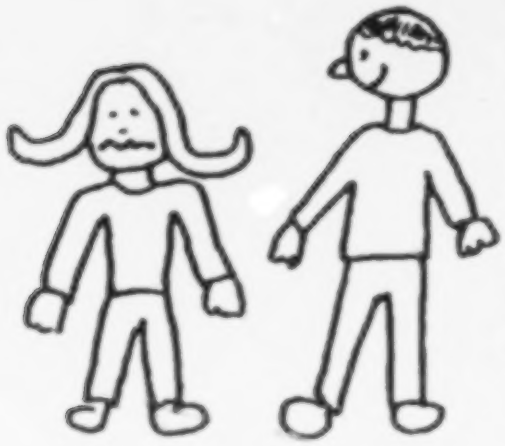


I sometimes express it by pouting.

Art provided by students from Faye Ross Junior High in Artesia, CA

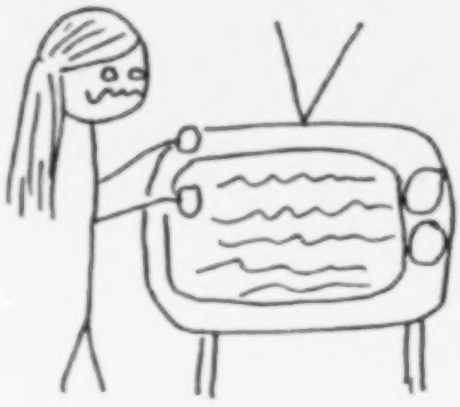
cut along dashed lines and staple into booklet

***Anger is**...when your brother comes up and hits you for no reason.*



I express this by hitting him back.

***Anger is**...when the TV screen goes blank when a good show is on.*



I express my anger by pounding on the TV and turning the channels wildly until the picture comes back.

***Anger is**...the reaction you feel when you break a long fingernail.*

I express it by yelling a lot at myself.

***Happiness is**...when you live in a two bedroom apartment and you share a room with your Mom, then all of a sudden your brother moves out.*

I express it by yelling "YEA!"

Art provided by students from Faye Ross Junior High in Artesia, CA

LESSON 7

YOU AND YOUR FEELINGS ABOUT OTHERS

Objectives

Students will be able to evaluate the effectiveness of various communication skills.

Time

One or two 50-minute class periods.

Overview

In this lesson students write specific concerns or questions they have about getting along with others. The questions are redistributed, and other students come up with solutions. Students complete a worksheet evaluating the effectiveness of various communication skills.

Instructional Strategies

Class discussion, worksheets, small group activities, case studies.

Teacher Materials and Preparation

HAVE:
✓ Scissors.

COPY:
✓ **Question and Suggestions** worksheet for each student.
✓ **Good Communications** worksheet for each student.

Procedure

■ Tell students to think of a specific concern or question about getting along with others. This may be a real concern of theirs or a fictional question. The question can pertain to friends, parents, brothers, sisters or teachers. They are to explain the particular situation fully.

Read this example to the class:

> *How do I deal with this situation? My little brother keeps bothering me. He always goes into my room when I'm not home and snoops through my dresser drawers. I caught him the other day and got so mad I hit him. He went crying to Mom and I got grounded for the weekend. It doesn't seem fair.*
>
> *Signed,*
> *Grounded and Grumbling*

Ask the class for some suggestions that are useful and socially acceptable. Point out that the way *Grounded* expressed her anger (by hitting) was not the most appropriate way to deal with the strong feeling of anger. Point out that it's important to learn other ways to deal with difficult situations, because they will help build positive relationships (interactions) with friends, family and others.

■ Distribute the **Question and Suggestions** worksheet. Point out that the worksheet is in two parts. The first part has a place to write a question, and the second part has a place to write a suggestion. Have each student write one question only. Explain that the other students will provide answers to their question. Assure students that the name of the person writing the question will *not be known* to the person providing an answer (suggestion). Explain that after the worksheet is turned in, the teacher will put a number on it, cut off the name and then distribute the worksheets to other

students who will write in a suggestion. Only the teacher will know which name goes with each number.

Students may want to print their questions or have a friend write the question to disguise handwriting. Remind students that the question may be fictional, but it should be one that students their age might have.

■ When all of the worksheets are turned in, number the worksheets in both places indicated, then cut off all the names and save.

Distribute the worksheets randomly to the class. Tell students to provide useful advice for that particular question. Allow them to consult with each other in small groups of two to four if they like. They should sign their names next to the word "By" on the worksheet. The teacher and questioner will know who answered the question.

Collect all worksheets when complete. The teacher should read the suggestions made by students and make written comments, as appropriate, before redistributing papers to students who wrote the questions.

Before passing back the worksheets, you may want to read a few aloud. Pick those that have particularly helpful suggestions. *Note:* Do not give out any names when reading the selected worksheets.

Evaluation

Tell students that they are going to look at the effectiveness of various communication skills. Distribute the **Good Communications** worksheet. Three problems are described, each having three possible solutions.

Students should check "yes" if the solution represents good communication skills, and "no" if it does not. For each situation, they are to describe why it represents good communication or why it does not.

It may be helpful for slower readers if the problems and possible solutions are read aloud to students. Students may go back and answer the "why" parts of the worksheet after the whole worksheet has been read.

Option: Have students process their answers in small groups, allowing for problem solving and another level of analysis. They may choose different answers after group discussions.

STUDENT

Question and Suggestions

#

Name:

#_____

Question:

Write a common question or concern people your age have about getting along with others.

Suggestion:

Give some useful advice to help deal with the stated question or concern.

By _____

STUDENT

Name: _____

Good Communications

Directions: Read each problem and the possible solutions. Check ***yes*** if the solution represents good communication and ***no*** if it does not. Explain ***why*** or ***why not*** for each solution.

Best Friends

Judy and I have been best friends since second grade. Ever since we started junior high, she has been jealous of any new friends I make. I still want Judy for a friend, but I'm interested in doing things with other people, too. What should I do?

1. Drop her. Tell her she is dumb for not letting you have other friends and that you don't want to ever see her again.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

2. Be honest with her. Tell her you still want to be best friends, but think you both should have other friends, too. Ask Judy and another friend you think she might like to go to the show together.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

3. Do things with your other friends without telling Judy. Have your mom or brother make an excuse if she calls or comes over. Then she won't feel bad.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

Age 13

I'm a thirteen-year-old boy who can't have any privacy, not even in the bathroom. I have one brother and two sisters and one bathroom. I'm the oldest. When I was little, people were always coming in and out of the bathroom when I took a bath. Now that I'm getting older, I think I have the right to lock the bathroom door. Whenever I do my brother pounds on the door and screams until my mom or dad comes and makes me unlock the door. Then I get yelled at for locking the door and my brother laughs. What should I do?

continued on next page

1. When your parents aren't looking, beat up your brother. Tell him to shut up and leave you alone in the bathroom, or you'll beat him up again.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

2. Pretend you don't care, then make sure to barge in on your brother whenever he's in the bathroom.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

3. Try to talk to your mom or dad. Tell them that you are growing up and would like a little privacy in the bathroom. Maybe you could work out a schedule so you could use the bathroom when it is not so busy. Ask your mom or dad to explain to your brother why you want privacy.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

The Dance

I want to go to the school dance this weekend. My parents will let me go but I have to be home by 10:00. The dance isn't over until 11:00. I feel dumb when everyone else can stay to the end and I have to leave early. My parents treat me like a baby. What should I do?

1. Ask your parents if they would let you stay out later for this special occasion. Explain that the dance is supervised and you will leave the minute it is over. Tell them that you understand that the reason they want you in early is because they are concerned about you. But this is a special occasion and many adults will be there.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

2. Throw a tantrum. Tell your parents that they don't care about you or they would let you do what you want. Make them feel guilty.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

3. Don't tell your parents about the dance. Go spend the night with a friend and tell your parents you will be in by 10:00. What they don't know won't hurt them.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

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Kathleen Middleton, MS, CHES, is Senior Editor for ETR Associates. She has been involved in school health education at local, state and national levels and is a known expert in the field. She taught middle school health education for ten years before entering full time into educational curricula and materials development.

Ms. Middleton has been the primary author or editor for at least 20 health education curriculum projects. While at the National Center for Health Education, she directed the development, scope and sequence, evaluation and dissemination of *GROWING HEALTHY.* Ms. Middleton has authored, with Dr. Marion Pollock, a widely used college text, *Elementary School Health Instruction* (Times Mirror Mosby, 2nd edition, 1989). She has also served as a consultant to numerous governmental, professional and voluntary health agencies and organizations. In her current position at ETR Associates, she directs the development of curriculum projects in elementary and secondary health education.

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To the Teacher

Introduction

Health educators know that a well-designed curriculum, tailored to meet students' developmental needs and desires, greatly increases the likelihood of positive classroom experiences. And when these experiences are provided early in life and often, students can begin to build a comfortable sense of self and a sense of personal responsibility for their own health behaviors.

The **Contemporary Health Series** was created to help teachers provide the most sensitive, individually responsive skills and cognitive training possible in a comprehensive health environment. Health topics are addressed in a collection of modules, allowing the teacher to choose one for in-depth study, or mix-and-match according to broader health program needs. Activities challenge students to learn and use knowledge, encourage the development of personal integrity, and build decision-making skills. All lessons are structured to promote teacher-student communication, and focus on personal growth as well as academic learning.

Contemporary health teachers need resources that affirm the learning partnership that exists between student and teacher. We believe this series promotes both a partnership and a bridge to encourage healthful decisions by young people.

About the Workbook

This workbook has been designed for students participating in the curriculum *Into Adolescence: Communicating Emotions.* All student pages and most transparency masters from the curriculum are included. Pre/post tests and answer keys have not been provided in the workbook because we feel teachers must control the use of these tools.

The following pages from *Into Adolescence: Communicating Emotions,* Lesson 1 are not found in this workbook because of their special use:

- **Diagram for One-Way Verbal Communication**
- **Diagram for Two-Way Verbal Communication**
- **Diagram for Visual and Two-Way Verbal Communication**

Name: _____

Defining Communication

Directions: STEP 1, read the definition of communication provided. STEP 2, write a definition in your own words. STEP 3, write the three types of communication on the lines below and explain each. STEP 4, on the back of this worksheet, describe in words or drawings a specific example of each type of communication that occurs in your daily life.

STEP 1

Communication: *A process by which information is exchanged between and among individuals through a common system of symbols, signs or behaviors.*

STEP 2

A simple definition is:

STEP 3

Types of Communication

1. _____.
   It means: _____
   _____
   _____

2. _____.
   It means: _____
   _____
   _____

3. _____.
   It means: _____
   _____
   _____

Name _____

What Is It?

Directions: Your teacher will provide your group with several items. Each person in the group will attempt to guess what the item is without *looking* at the item. Write down your guess for each item first without talking to your group members (one-way verbal communication). Then after everyone has had a chance to write down a guess, discuss your guess and come up with a group guess (two-way verbal communication).

Item #1

my guess	my group's guess
_____	_____

Item #2

my guess	my group's guess
_____	_____

Item #3

my guess	my group's guess
_____	_____

Item #4

my guess	my group's guess
_____	_____

Name: _____

Communications, Communications

1. Television is an example of what kinds of communication?

   _____ and _____

2. Radio is an example of what kind of communication?

   _____

3. Someone who cannot hear uses visual and tactile (touching) forms of communication. To understand what this is like, put cotton balls in your ears. Turn on the TV with the sound all the way down and watch your favorite program. *Don't cheat!* Try it at least halfway through the program and then answer these questions:

   a. What type of communication were you limited to?

   b. Explain in a sentence or two how you felt and if you understood your program.

4. Someone who is blind uses verbal and tactile (touching) forms of communication. Cover your eyes and try *only* listening to the other half of your favorite TV program. Then answer: Could you understand what was happening? Why or why not?

HUH?

☞ *Sometimes we don't explain.*

☞ **Sometimes we don't listen.**

☞ *Sometimes we don't like what we hear.*

☞ ***Sometimes we cut people off.***

☞ Sometimes

☞ **Sometimes**

☞ *Sometimes*

HINTS FOR OVERCOMING BARRIERS

Ask for more information.
"I don't understand the meaning of that word. Would you please explain further?"

Restate what you think you heard.
"Are you saying that you mean...?"

Explain what you think happened.
"I feel that you cut me off in mid-sentence."

Tell your feelings.
"I get angry when I am put down for my opinions."

Try to stay calm.
Attacking another person does not help you get your point across.

Name: _____

Defining Emotions

Directions: Write several words that help define the following moods and emotions. Most emotions fall into the general categories of SAD, MAD, GLAD or SCARED. You may want to use these words in your definitions.

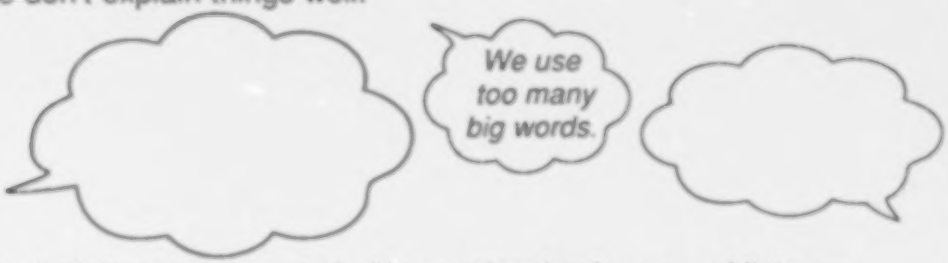
	other words are:
1. *Fear*	
2. *Sadness*	
3. *Happiness*	
4. *Anger*	
5. *Frustration*	
6. *Love*	
7. *Fascination*	
8. *Sympathy*	
9. *Guilt*	
10. *Despair*	
11. *Determination*	
12. *Satisfaction*	
13. *Loneliness*	

Name: _____

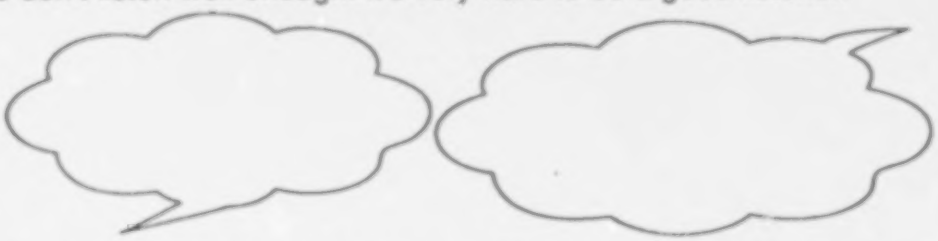
Communication Barriers

Directions: Use the bubbles to write examples of these four barriers. See the example with the first barrier.

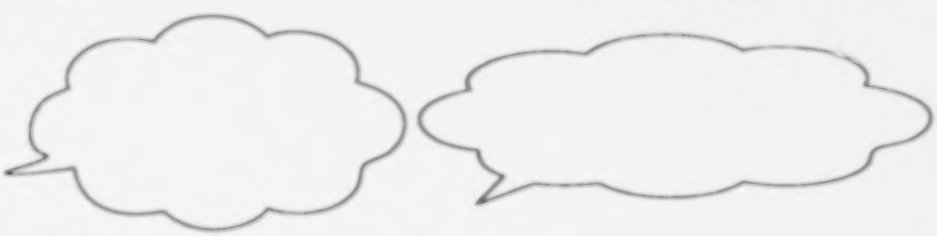
1. Sometimes we don't explain things well.



2. Sometimes we don't listen well enough. It's very hard to be a good listener.



3. Sometimes we tune others out when they are saying things we don't like or agree with.



4. Sometimes we cut people off.

Emotions Picture #1

Emotions Picture #2

Emotions Picture #3

Emotions Picture #4

Emotions Picture #5

Emotions Picture #6

Emotions Picture #7

Emotions Picture #8

Emotions Picture #9

Emotions Picture #10

Student Background Information

Fight or *Flight*

Often when we are angry or frightened our bodies tense up and we may want to hit something (someone) or run away. This reaction is called fight or flight. During fight or flight our bodies experience certain changes in order to respond to danger. This is a natural thing (response) that occurs in all animals. Fight or flight provides animals with the extra energy and strength needed to protect themselves from predators and other dangers.

Even though most humans live away from the wild, we still have the fight or flight response. This is what we feel when we become frustrated in traffic, or nervous about sports, a test or trying out for a play. Many of us have heard about people who have been able to perform amazing acts. This is often done in life-threatening situations. People are able to do these things because of the extra energy produced during the fight or flight response. The body is able to perform at its very best (maximum capacity).

One of the first things that happens in our bodies during fight or flight is the release of a hormone called *adrenalin*. This hormone causes the heart to beat faster, and the breathing rate increases. You might notice that when you are upset or scared your stomach feels strange. This is because blood rushes away from the stomach to the muscles elsewhere in the body. Another hormone that is released at this time causes the liver to produce sugar. This sugar provides some of the energy the body uses during fight or flight. Other things that occur in the body are dryness in the mouth, dilated pupils and increased lung capacity. After the danger has gone, your heartbeat and breathing go back to normal, the blood returns to the stomach, blood sugar returns to a normal level and your body is able to relax.

Sometimes when people have problems or concerns that continue to bother them, their bodies stay in the fight or flight state even though they may not be in danger. This is often called *stress*. When this happens people have a difficult time relaxing. It can lead to mental problems and physical problems like ulcers. There are many things that can cause us to feel upset and stressed for long periods of time. It is important to learn how to relax in order to stay healthy and be happy. Some ways to relax are exercising, taking deep breaths, meditating and talking about our concerns with family members or close friends.

Expressing Anger Checksheet

Behavior	*Appropriate for...?*	*OK*	*Not OK*	*Maybe*
1. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
2. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
3. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
4. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
5. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐

continued on next page

Expressing Anger Checksheet

Behavior	Appropriate for...?	OK	Not OK	Maybe
6. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
7. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
8. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
9. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐
10. _____	2 year olds	☐	☐	☐
Comments:	adolescents	☐	☐	☐
	adults	☐	☐	☐

EXPRESSING ANGER

1. Fight

EXPRESSING ANGER

2. Swear

EXPRESSING ANGER

3. Scream

EXPRESSING ANGER

4. Cry

EXPRESSING ANGER

5. Break Things

EXPRESSING ANGER

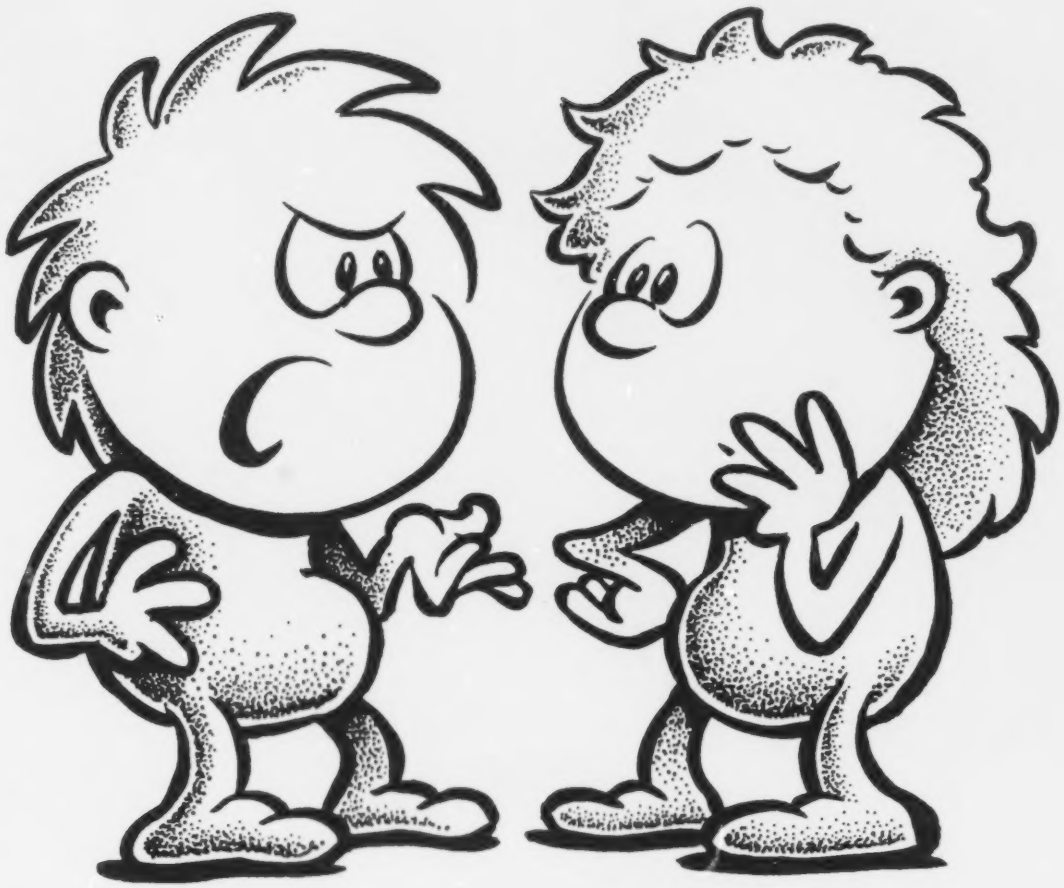
6. Take a Walk

EXPRESSING ANGER

7. Argue

EXPRESSING ANGER

8. Talk About It



EXPRESSING ANGER

9. Clam Up—Pout

EXPRESSING ANGER

10. Exercise

Name: _____

Fight or Flight? Not Me!

1. The hormone secreted into the bloodstream when strong emotions occur is called _____.

2. What do we mean when we say anger and fear stimulate a fight or flight reaction?

3. How can the fight or flight reaction help us?

4. What can happen if we don't deal well with our feelings of fight or flight?

5. What kinds of things do people do when they get angry?

6. What are some healthy ways to express anger?

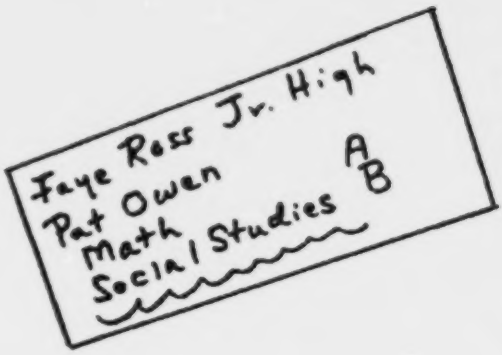
cut along dashed lines and staple into booklet

SAMPLE EMOTIONS BOOKLET

By _____

Period 4

Happiness is...*getting an "A" on your report card in Mr. Young's math class.*



I express it by running home to show my Mom.

Satisfaction is... *when you do something good for someone.*

I express it by smiling.

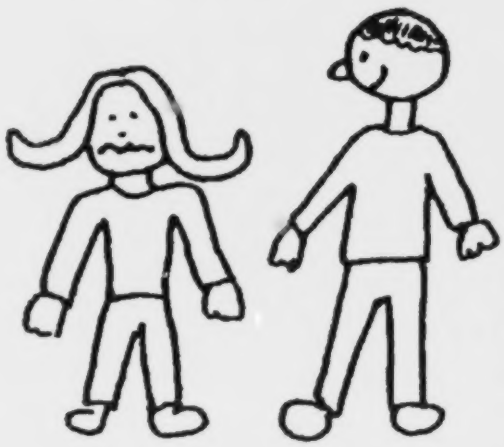
Jealousy is*...when your brother gets a new bike and you don't.*

I sometimes express it by pouting.

Art provided by students from Faye Ross Junior High in Artesia, CA

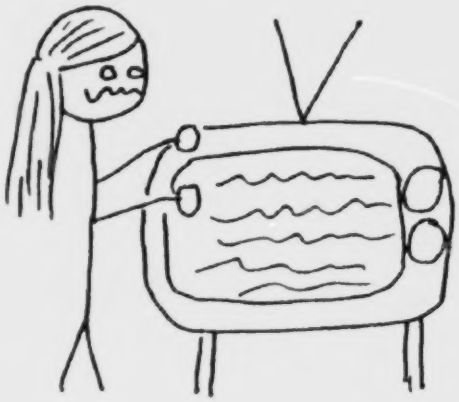
cut along dashed lines and staple into booklet

***Anger is**...when your brother comes up and hits you for no reason.*



I express this by hitting him back.

***Anger is**...when the TV screen goes blank when a good show is on.*



I express my anger by pounding on the TV and turning the channels wildly until the picture comes back.

***Anger is**...the reaction you feel when you break a long fingernail.*

I express it by yelling a lot at myself.

***Happiness is**...when you live in a two bedroom apartment and you share a room with your Mom, then all of a sudden your brother moves out.*

I express it by yelling "YEA!"

Art provided by students from Faye Ross Junior High in Artesia, CA

Question and Suggestions

Name: _____ #_____

Question:

Write a common question or concern people your age have about getting along with others.

Suggestion:

Give some useful advice to help deal with the stated question or concern.

By _____

Name: _____

Good Communications

Directions: Read each problem and the possible solutions. Check ***yes*** if the solution represents good communication and ***no*** if it does not. Explain ***why*** or ***why not*** for each solution.

Best Friends

Judy and I have been best friends since second grade. Ever since we started junior high, she has been jealous of any new friends I make. I still want Judy for a friend, but I'm interested in doing things with other people, too. What should I do?

1. Drop her. Tell her she is dumb for not letting you have other friends and that you don't want to ever see her again.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

2. Be honest with her. Tell her you still want to be best friends, but think you both should have other friends, too. Ask Judy and another friend you think she might like to go to the show together.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

3. Do things with your other friends without telling Judy. Have your mom or brother make an excuse if she calls or comes over. Then she won't feel bad.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

Age 13

I'm a thirteen-year-old boy who can't have any privacy, not even in the bathroom. I have one brother and two sisters and one bathroom. I'm the oldest. When I was little, people were always coming in and out of the bathroom when I took a bath. Now that I'm getting older, I think I have the right to lock the bathroom door. Whenever I do my brother pounds on the door and screams until my mom or dad comes and makes me unlock the door. Then I get yelled at for locking the door and my brother laughs. What should I do?

continued on next page

1. When your parents aren't looking, beat up your brother. Tell him to shut up and leave you alone in the bathroom, or you'll beat him up again.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

2. Pretend you don't care, then make sure to barge in on your brother whenever he's in the bathroom.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

3. Try to talk to your mom or dad. Tell them that you are growing up and would like a little privacy in the bathroom. Maybe you could work out a schedule so you could use the bathroom when it is not so busy. Ask your mom or dad to explain to your brother why you want privacy.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

The Dance

I want to go to the school dance this weekend. My parents will let me go but I have to be home by 10:00. The dance isn't over until 11:00. I feel dumb when everyone else can stay to the end and I have to leave early. My parents treat me like a baby. What should I do?

1. Ask your parents if they would let you stay out later for this special occasion. Explain that the dance is supervised and you will leave the minute it is over. Tell them that you understand that the reason they want you in early is because they are concerned about you. But this is a special occasion and many adults will be there.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

2. Throw a tantrum. Tell your parents that they don't care about you or they would let you do what you want. Make them feel guilty.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

3. Don't tell your parents about the dance. Go spend the night with a friend and tell your parents you will be in by 10:00. What they don't know won't hurt them.
   ☐ ***yes*** ☐ ***no*** ***why?*** or ***why not?***

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